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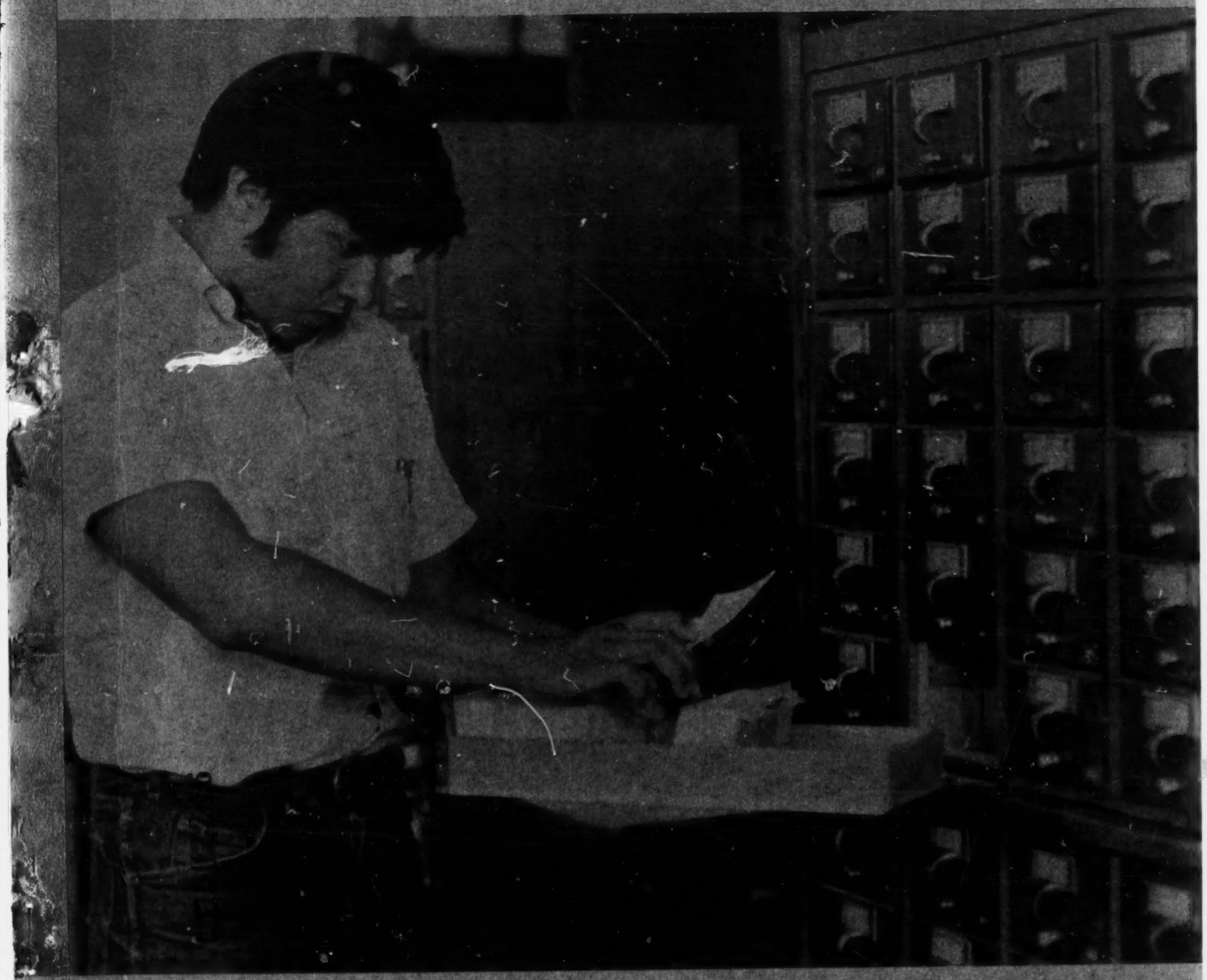
ABSTRACT

The Chicano Library Program is a self-directed course of instruction in the use of the undergraduate library. This library skills course requires a minimum of verbal instruction, and permits the student to proceed at his own pace in as close to a real library situation as possible. During the first seven weeks of the quarter, the students were required to complete sixteen tasks which were designed to teach the Chicano High Potential students how to utilize the library to maximum advantage. In the second quarter, the students were required to compile a bibliography in a history class, thus making immediate use of their newly acquired skills. A similar course of study is being prepared for 185 students from the Black, Oriental, and Chicano communities who have been admitted for the 1970/71 fall quarter. (MF)

ED 045105

Chicano Library Program

DEC 11 1970



University of California Library / Los Angeles

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Chicano Library Program

By Miriam Sue Dudley

Based on the
"Research Skills in the Library Context" program
developed for Chicano High Potential students
in the Department of Special Educational Programs
by Elena Frausto, Instructor, and
Joseph A. Taylor, Instruction Specialist

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Cover design by Marian Engelke

CHICANO LIBRARY PROGRAM

A Self-Directed Course of Instruction

in the Use of the Undergraduate Library

One afternoon in the summer of 1969, the College Librarian at UCLA received a call from Joe Taylor, an Instruction Specialist, and Elena Frausto, an Instructor in the Chicano High Potential Program of the Department of Special Educational Programs, asking for an appointment to discuss the possibility of arranging a course in library skills for the one hundred Chicano students who had been admitted to the university for the 1969/70 academic year.

The High Potential Program in its first year, 1968/69, had admitted fifty Black and fifty Chicano students who lacked normal entrance requirements but who showed strong academic potential. These students were enrolled in a concentrated program which, within a year at most, was intended to prepare them for full participation in the regular university curriculum. Emphasis was to be placed on helping the students to understand the different cultural values of the new community of which they were becoming a part, and to learn to live with these without deprecating or rejecting the rich cultural heritage of their own communities. The Chicano element of the High Potential program had two components, English and Social Science. The English component was to help the student develop the language skills necessary for a successful university career; the Social Sciences component was to help the student develop a self-identity based on a reinterpretation of his cultural background.

The great majority of the one hundred Black and Chicano students who enrolled that first year (eighty-three, in fact) successfully made the transition to regular course work. The program was doubled the second year, and it was at this point, prior to the second year, that we received the phone call.

The College Librarian and several members of the reference staff met the next day with Mr. Taylor, who acted as faculty advisor, and Miss Frausto, who actually developed the library program they proposed. We didn't draw a deep breath again until the program was well on its way the following fall. Their energy, ingenuity, and enthusiasm infected all of us on the staff and made us anxious to do all we could to help. And we did help, we helped a great deal, but it was their program. They conceived it, and it was Miss Frausto most of all who was the prime moving force behind it, from the beginning and throughout the entire quarter.

The library skills course was originally conceived because the Chicano High Potential faculty felt that, in order for these students to stand any chance of success, they simply had to know how to use a library. It wasn't that it would be helpful or enriching for these students to know this; it was simply that it was impossible for them to succeed without it. There was a special problem, though. The sensitivity to criticism and to failure of these students was even greater than that of the average Freshman, and so they were even less likely to seek help on their own from the library staff, or to participate actively or effectively in anything so formidable as a classroom course in bibliography. It was decided, therefore, to devise a program which would be as self-directed as possible, require a minimum of verbal instruction, and permit the student to proceed at his own pace in as close to a real library situation as possible.

The one-quarter no-credit course which was developed required that the students spend two hours every afternoon, Monday through Friday, in the College Library, which is housed in the Powell Library Building. During the first seven weeks of the quarter the students were required to complete sixteen "tasks," as they were called, which were designed, according to a description of the course prepared by the instructors, "to teach the Chicano High Potential students how to utilize the [College] Library to their maximum advantage" and were "organized...to substitute for and expand the traditional library tour, as well as to eliminate the frequent frustrations experienced by most students when using the library." Miss Frausto and two teaching assistants were present in the reading room or in an adjoining conference room all afternoon each day to help with the library assignments, and with any other course assignments.

Instead of introducing the students to the library initially with the usual conducted tour, Miss Frausto went to their classrooms and gave each of them a map of the campus, with the Powell Library Building indicated, and instructed them to meet her at the Reference Desk in the main reading room in that building at one o'clock on the following afternoon. When they arrived there she greeted them from behind the Reference Desk and presented each of them with an envelope which she took from a box on the desk marked NEW TASKS. These envelopes contained the first of the sixteen tasks. (It was found later that it worked better if no one handed them these envelopes. They preferred to pick them up themselves. The self-directed aspect obviously was important.) The student completed the assignment, signed his name, and returned it to a box labelled TO BE EVALUATED. Each response was corrected by an instructor

and filed either in the CORRECTED TASK box, if further work was required, or in the COMPLETED TASK box, if the answers were satisfactory. At his next session the student would look first in the CORRECTED TASK box, and if necessary do any further work required, returning the envelope once again to the TO BE EVALUATED box. If the envelope for the last task was in the COMPLETED TASKS box, he would remove it and keep it with his other materials for future reference. He would then proceed to the NEW TASKS box for his next assignment. (This wasn't the way it began, with four different boxes. I think we had two to start, but four worked out best. And, too, we started with fifteen tasks; the sixteenth was added later. This is the way the program developed throughout. There was a lot of experimenting and making up as we went along.)

Each envelope for each task contained an assignment sheet to be filled in, an instruction sheet, and other materials as needed, such as diagrams, maps, etc.

The first task attempted to familiarize the students with the physical layout of the College Library. A map of the Library was given to each student, with various facilities, such as the Circulation Desk, Reserve Book Room, rest rooms, reading rooms, and public telephones, indicated by numbers 1 through 35. The facilities themselves were numbered with white tape, and the students were required to locate each of the numbers and describe where they found it.

In task two they were given a diagram of the library stacks, photocopies of main entry cards for three books located in the stacks, and three charge cards. They were asked to locate these books and check them out.

Tasks three, four, and five introduced the students to the mysteries and vagaries of the card catalog, task three dealing with author and title entry, task four with subject entry, and task five with LC classification.

Tasks six through nine dealt with the major standard reference tools--dictionaries, encyclopedias, atlases, almanacs--while task ten gave them a look into the nether world of plot summaries, task eleven introduced them to periodical indexes, and task twelve to biographical information. Task thirteen drew their attention to the College Library's pamphlet collection.

Tasks fourteen and fifteen took them out of the stacks and the Reference Room for a closer look at some of the Library's other facilities. Task fourteen took them to the Reserve Book Room, while task fifteen directed them to our Audio Room, which specializes in spoken word recordings, along with a fair sampling of Broadway musicals, and folk, country, rock, and soul music.

The last task, number sixteen, was devoted to a study of the UCLA General Catalog and UCLA Schedule of Classes. By this time some of them were ready to enroll in a regular university class and all of them were looking forward to their second quarter.

These sixteen assignments were completed in the first seven weeks of the quarter. During the last three weeks the teaching assistants conferred at length with each student about his completed tasks in order to reinforce what he had learned and to evaluate his progress. In the second quarter the students were required to compile a bibliography in their history class, thus making immediate use of their newly acquired skills.

Evaluating such a program is difficult. We should perhaps be heartened by the interest shown in the program by the other students in the High Potential Program. Having heard the Chicanos' reaction to their library project, members of the Asian-American and American Indian components came to us with requests for library instruction. The Chicano students themselves were asked to tell what they got from the course, and the responses were generally enthusiastic. Perhaps the best indication of the success of the program is the frequency with which these students continue to come to the library to use their library skills in studying for their regular courses.

The University administration, in planning for the 1970/71 High Potential program, has requested the College Library to prepare a similar course of study for the 185 students from the Black, Indian, Oriental, and Chicano communities who have been admitted for the Fall Quarter.

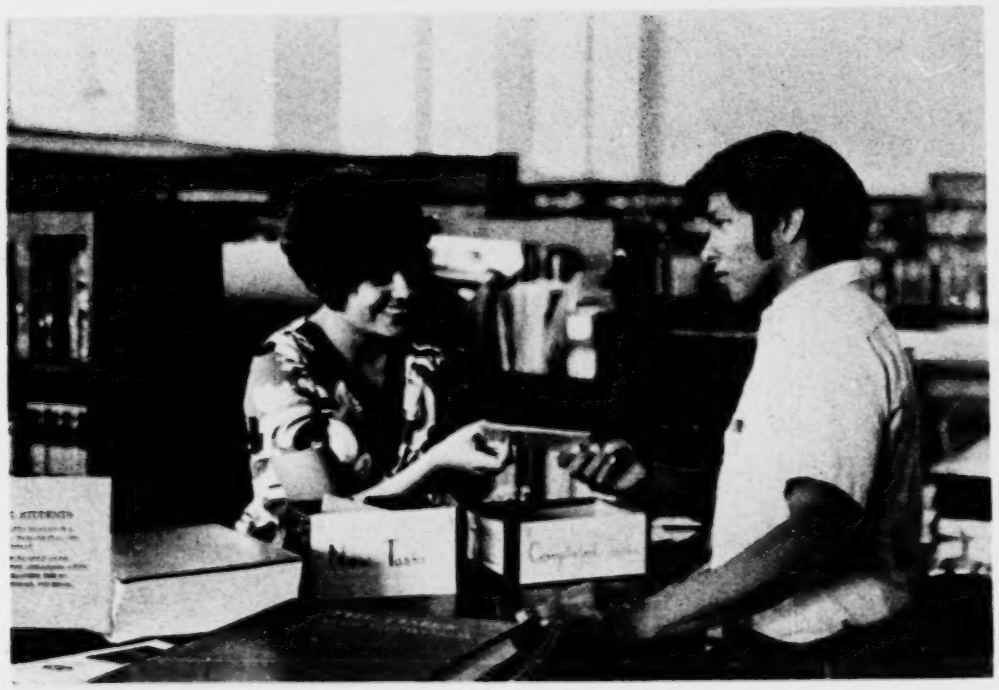
TASK ONE

Library Tour

Purpose: To show you the location of some of the important facilities in the Powell Library Building.

Materials in this envelope:

1. Instruction and assignment sheet
2. Floor plan of the Powell Library Building, with numbers 1 through 35 indicating various facilities, such as the College Library Circulation Desk, Reserve Book Room, reading rooms, and public telephones



INSTRUCTION AND ASSIGNMENT SHEET FOR TASK ONE

WELCOME TO THE COLLEGE LIBRARY

As indicated on the map, there are thirty-five numbers on bright orange cards placed in certain locations around the Library. Locate each of the numbers and describe on this sheet where you found it. When you are finished, hand in your sheet to your teaching assistant.

1_____

2_____

3_____

4_____

5_____

6_____

7_____

8_____

9_____

10_____

11_____

12_____

13_____

14_____

15_____

16_____

17_____

18_____

19_____

20_____

21_____

22_____

23_____

24_____

25_____

26_____

27_____

28_____

29_____

30_____

31_____

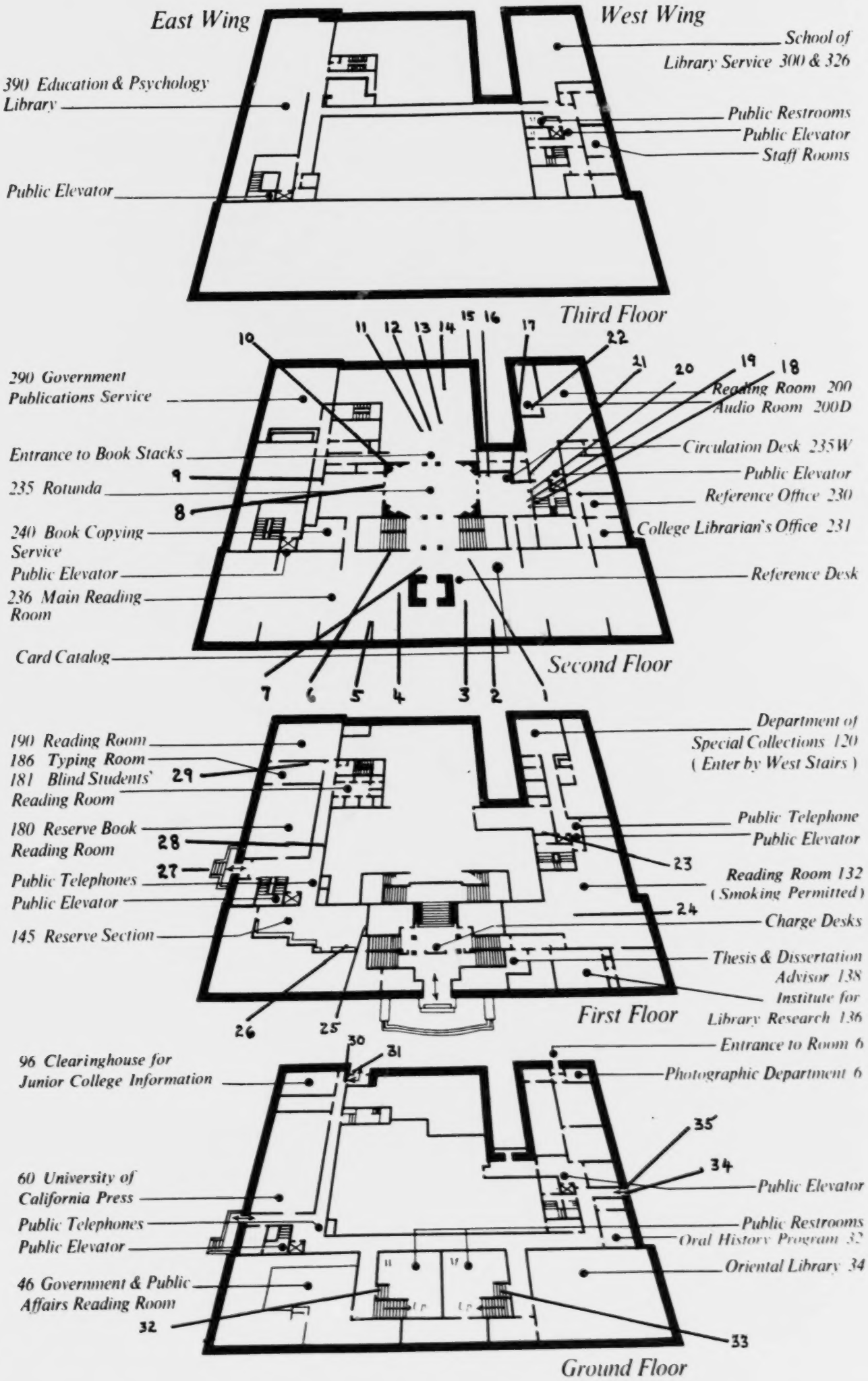
32_____

33_____

34_____

35_____

Lawrence Clark Powell Library



TASK TWO

The Stacks

Purpose: To teach you to locate books in the stacks and check them out.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheet
3. Diagram of the library stacks
4. Sample of completed charge card
5. Question sheet

ASSIGNMENT SHEET FOR TASK TWO

1. Read the instruction sheet.
2. Locate on the enclosed diagram of the College Library stacks the shelving areas for the call numbers of the three books described on your question sheet.
3. Go to the stacks and find the books. If the book you want is not there, take another from the shelf where it should be.
4. Fill out charge slips, take the books and the charge slips to the Circulation Desk, and check out the books.
5. Bring the books to the teaching assistants in the conference room.
6. After your teaching assistant has checked the books, return them to the book return slot.

INSTRUCTION SHEET FOR TASK TWO

HOW TO LOCATE A BOOK

All College Library books are shelved on STACK LEVEL 4, one floor below the Rotunda level, except Reference books and books with call numbers beginning PG through PS, which are kept in the Main Reading Room, north of the Rotunda. They are shelved by call numbers which group them according to subject. The call numbers start with one or more letters of the alphabet and are arranged in alphabetical order. OVERSIZE BOOKS (those with * in front of the call number) for the call number classifications kept in the stacks are against the south and west walls. Oversize books in classifications PG-PS in the Main Reading Room are shelved following the PS's.

At the shelf, when you have located the first letters of your call number, look for the particular number which is the second part of the call number. The rest of the call number will follow.

HOW TO CHECK OUT A BOOK

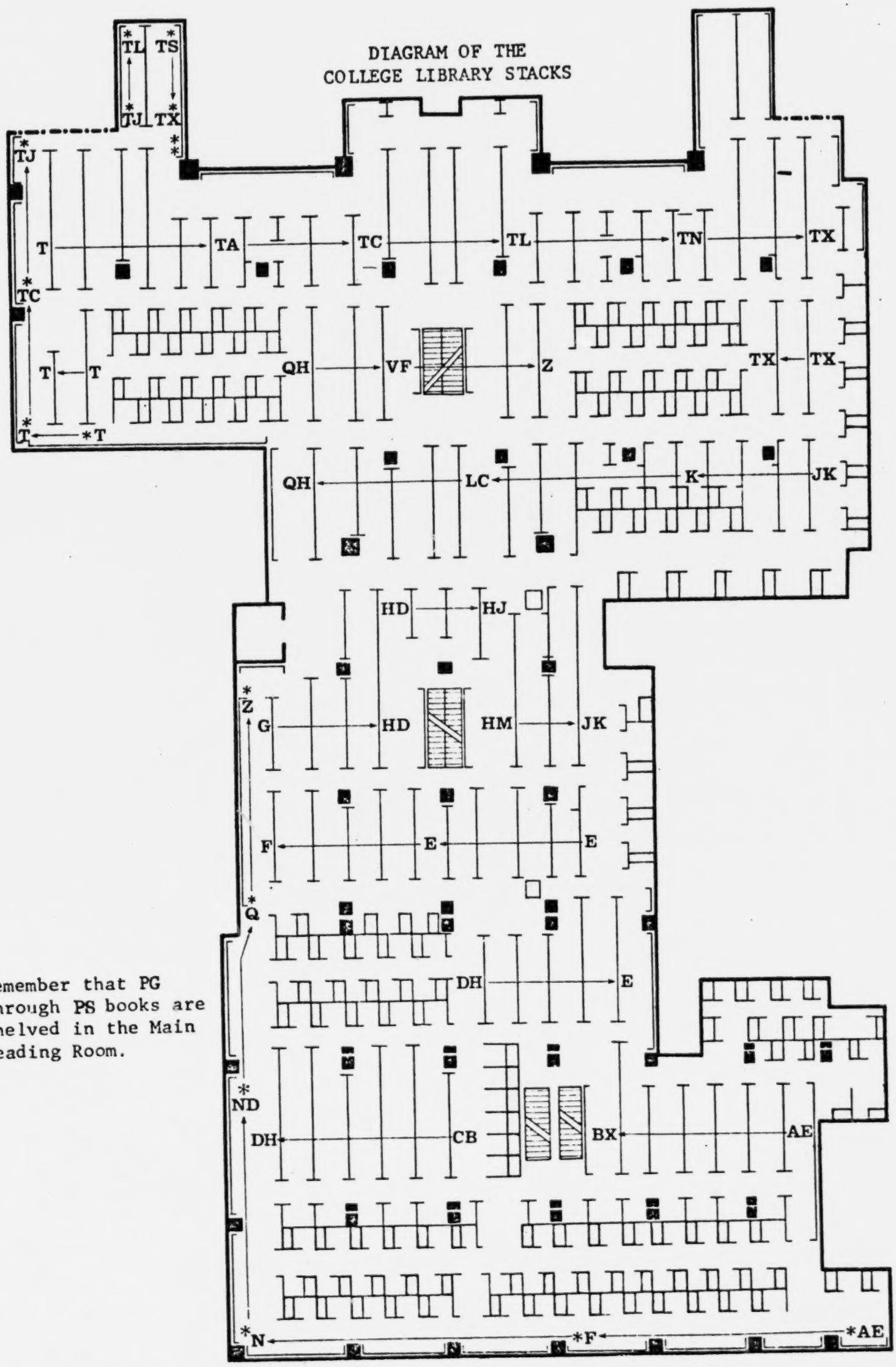
Fill out a tan CHARGE CARD for each book to be checked out. Charge cards are in holders on tables near the Card Catalog and the Circulation Desk (west of the Rotunda), and also inside the entrance to the stacks. Present the card and the book together with your registration card (which serves as your library card) to the attendant at either the Circulation Desk or the turnstile at the foot of the main staircase. There is no limit to the number of books which may be checked out to one person.

HOW TO RETURN A BOOK

Return a book which has been checked out to the book return slot

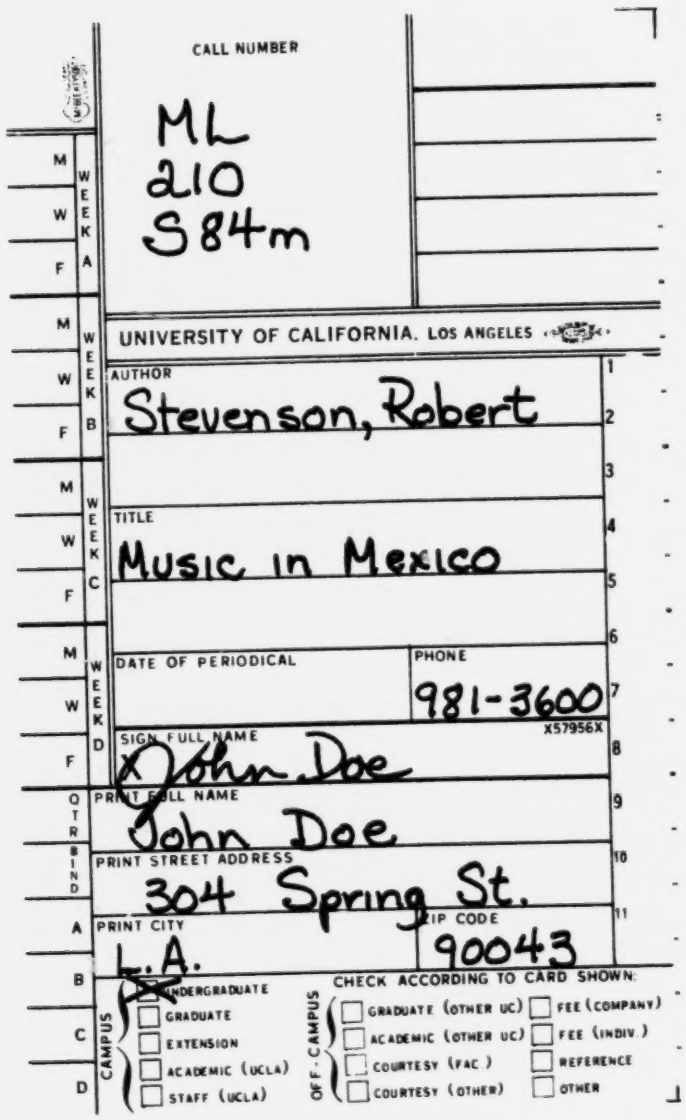
at the Circulation Desk when the Library is open. After it is closed you may use the after-hours return slots at the west and south entrances to the building. (Reserve books must be returned directly to the Reserve Book Room, and Reference books to the Reference Desk.)

DIAGRAM OF THE COLLEGE LIBRARY STACKS



Remember that PG through PS books are shelved in the Main Reading Room.

SAMPLE OF COMPLETED CHARGE CARD



QUESTION SHEET FOR TASK TWO

PQ
7081
C65 1
1928

Coester, Alfred Lester, 1874–

The literary history of Spanish America, by Alfred Coester ... 2d ed. New York, The Macmillan company, 1945, c1928.

xiii p., 1 l., 522 p. 20½ cm.

Bibliography: p. 501–508.

1. Spanish-American literature—Hist. & crit.

College Library

PQ7081.C6 1928

28—719

Library of Congress [54q1]

HQ
796
H367m

Heller, Celia Stopnicka.

Mexican American youth; forgotten youth at the crossroads [by] Celia S. Heller. New York. Random House [1968, c1966]

viii, 113 p. 19 cm. (Studies in sociology, 8S20)

Includes bibliographical references.

1. Mexicans in the U. S. 2. Youth--U. S. I. Title.

College Library

HQ796.H395

301.45372073

66-15808 rev

F
395
M4M2

Madsen, William.

Mexican-Americans of south Texas. New York, Holt, Rinehart and Winston [1964]

xii, 112 p. illus., map. 24 cm. (Case studies in cultural anthropology)

"Research ... conducted by the staff of the Hidalgo Project on Differential Culture Change and Mental Health ... from 1957 to 1961."

1. Mexicans in Texas. 2. Texas—Soc. condit. I. Hidalgo Project on Differential Culture Change and Mental Health. II. Title. (Series)

College Library

F395.M4M3

309.176449

64–19189

Library of Congress [5]

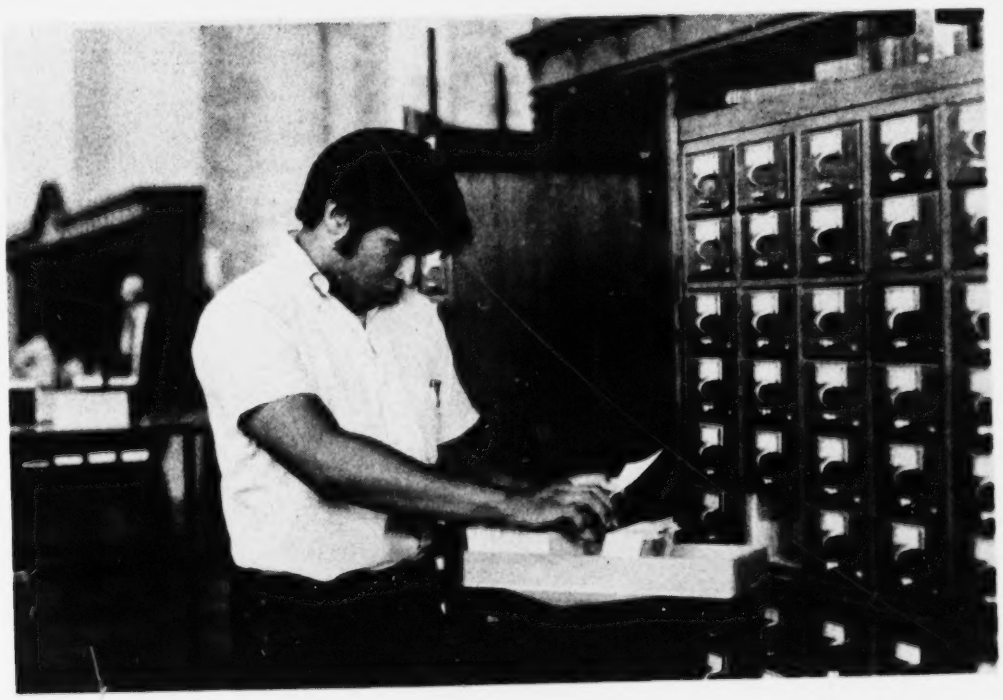
TASK THREE

The Card Catalog - I

Purpose: To introduce you to the Card Catalog and the concept of catalog cards representing authors and titles of books.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheet
3. Sheet showing author and title cards for the same book
4. Question sheet



ASSIGNMENT SHEET FOR TASK THREE

1. Read the instruction sheet.
2. Find the answers by looking in the Card Catalog in the Main Reading Room.

3a. Write your answers on the question sheet.

b. Return the question sheet to the envelope, print your name in the upper left hand corner of the envelope, and leave it in the TO BE EVALUATED box.

c. Put all other material in your notebook for future reference.

INSTRUCTION SHEET FOR TASK THREE

The Card Catalog in the College Library has cards representing authors, titles, and subjects for its books, all filed in alphabetical order. Enclosed is a sample of an author card and a title card for the same book. Before you begin to use the Catalog, read the permanent display in the Main Reading Room; this is in the corner right next to the Card Catalog. It will explain briefly what kinds of information are on a card and the Library of Congress system of classification used by the College Library.

If you have any questions, ask the librarians at the Reference Desk.

AUTHOR CARD (Filed in the Catalog in the R's)

PS
173
M4R56

Robinson, Cecil.
With the ears of strangers; the Mexican in American literature. Drawings by H. Beaumont Williams. Tucson, University of Arizona Press, [1969,c1963]

ix, 338 p. illus. 24 cm.

Bibliography: p. 325-330.

1. American literature—Hist. & crit. 2. Mexicans in literature. 3. U. S.—Relations (general) with Mexico. 4. Mexico—Relations (general) with the U. S. I. Title.

College Library

PS173.M4R6 ◯ 810.93 63-11971

TITLE CARD (Filed in the Catalog in the W's)

With the ears of strangers.

PS
173
M4R56

Robinson, Cecil.
With the ears of strangers; the Mexican in American literature. Drawings by H. Beaumont Williams. Tucson, University of Arizona Press, [1969,c1963]

ix, 338 p. illus. 24 cm.

Bibliography: p. 325-330.

1. American literature—Hist. & crit. 2. Mexicans in literature. 3. U. S.—Relations (general) with Mexico. 4. Mexico—Relations (general) with the U. S. I. Title.

College Library

PS173.M4R6 ◯ 810.93 63-11971

QUESTION SHEET FOR TASK THREE

What is the title of John Gregory Dunne's book published in 1967?

Who wrote the book entitled Idols Beyond Altars?

TASK FOUR

The Card Catalog - II

Purpose: To introduce you to the concept of subject entries.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheet
3. Sheet with four photocopied catalog cards for the same book
4. Question sheet

ASSIGNMENT SHEET FOR TASK FOUR

1. Read the instruction sheet.

2. Find the answers by looking in the Card Catalog in the Main Reading Room.

3a. Write your answers on the back of the question sheet.

b. Return the question sheet to the envelope, print your name in the upper left hand corner of the envelope, and leave it in the TO BE EVALUATED box.

c. Put all other material in your notebook for future reference.

INSTRUCTION SHEET FOR TASK FOUR

The Card Catalog in the College Library has author, title, and one or more subject cards for its books filed in alphabetical order. Note on the sheet of examples for this task that the book by Robinson which you used in task three has four subject headings. They are typed in red at the top of each card. Examine them and look over the permanent display in the Main Reading Room once again.

If you have any questions, ask the librarians at the Reference Desk.

SUBJECT CARDS

American literature - History and criticism

PS
173
M4R56

Robinson, Cecil.
With the ears of strangers; the Mexican in American literature. Drawings by H. Beaumont Williams. Tucson, University of Arizona Press, [1969,c1963]

ix, 888 p. illus. 24 cm.

Bibliography: p. 325-330.

Mexicans in literature

PS
173
M4R56
c.

Robinson, Cecil.
With the ears of strangers; the Mexican in American literature. Drawings by H. Beaumont Williams. Tucson, University of Arizona Press, [1969,c1963]

ix, 888 p. illus. 24 cm.

Bibliography: p. 325-330.

Mexico - Relations (general) with the U.S.

PS
173
M4R56

Robinson, Cecil.
With the ears of strangers; the Mexican in American literature. Drawings by H. Beaumont Williams. Tucson, University of Arizona Press, [1969,c1963]

ix, 888 p. illus. 24 cm.

Bibliography: p. 325-330.

U.S. - Relations (general) with Mexico

College

PS
173
M4R56

Robinson, Cecil.
With the ears of strangers; the Mexican in American literature. Drawings by H. Beaumont Williams. Tucson University of Arizona Press, [1969,c1963]

ix, 888 p. illus. 24 cm.

Bibliography: p. 325-330.

1. American literature—Hist. & crit. 2. Mexicans in literature. 3. U. S.—Relations (general) with Mexico. 4. Mexico—Relations (general) with the U. S. I. Title.

PS173.M4R6 810.93 63-1197

QUESTION SHEET FOR TASK FOUR

What is the title of a book written in Spanish which you will find under the subject heading "Dancing--Mexico"?

How many books does the College Library have under the subject heading "Mexicans in the U.S."?

TASK FIVE

Library of Congress Classification

Purpose: To introduce you to the Library of Congress Classification system, which determines the call numbers by which books are shelved.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheets
3. A brief subject index to the Library of Congress Classification system
4. A selected outline of the Library of Congress Classification
5. Question sheet

ASSIGNMENT SHEET FOR TASK FIVE

1. Read the instruction sheets.

2. You have three questions to answer for task five:

   Answer 5a by consulting the "Brief Subject Index" included in your envelope.

   Answer 5b by consulting the "Selected Outline."

   Answer 5c by consulting the "Selected Outline," finding the call number for the subject cited, and going into the stacks and looking at the books with that general call number.

3a. Write your answers on the question sheet.

b. Return the question sheet to the envelope, print your name in the upper left hand corner of the envelope, and leave it in the <u>TO BE EVALUATED</u> box.

c. Put all other material in your notebook for future reference.

INSTRUCTION SHEET FOR TASK FIVE

Books in the UCLA libraries are arranged on the shelves according to the Library of Congress Classification system. The L.C. system groups books into broad subject categories which are identified by a letter of the alphabet. These broad categories may be further subdivided by additional letters. The specific subject of the book is defined by the number following the first letter or letters. Look closely at the call numbers of these two books:

JL 952 B934p	Burnett, Ben G Political forces in Latin America. 1968.
JL 1231 S428m 1964	Scott, Robert Edwin Mexican government in transition. Rev. ed. 1964.

The J classification includes books about political science. JL is the subdivision for books about the political science of the Americas outside of the United States. JL 950 to JL 979 are numbers reserved for the political science of Latin America in general. JL 1200 to JL 1299 are reserved for the political science of Mexico.

Following the initial combination of one or more letters with a number, you will find a further group of a single capital letter followed by one or more digits. This is used to represent the author's name and is called the Cutter number. In the examples above, B934 stand for Burnett and S428 stand for Scott. By putting the Cutter numbers in order within any particular subject number, the books are arranged alphabetically by their authors. Another example:

JL 952 J633p	Johnson, John J Political change in Latin America: the emergence of the middle sectors. 1958.

This book is about the same subject as the book by Burnett above. By putting the two books in order according to their Cutter numbers, B934 and J633, the book by Burnett will come before the book by Johnson on the shelf.

In all of these examples there is a small letter after the Cutter number. This stands for the title of the book and is the same as the first letter of the first word of the title, exclusive of initial articles. This means that where the title begins with "a," "an," or "the," or their equivalents in other languages, the first letter of the next word is used. For example:

F
787
S192r

Samora, Julian
La raza: forgotten Americans. 1966.

In cases where a book has been republished in a new or revised edition, the new date of publication is added below the Cutter number to distinguish it from other editions of the same book. An example of this may be seen above in the call number for the book by Scott. When the library has more than one edition of the same book, the call numbers will be the same through the Cutter number, and they will be arranged in order by the date which follows.

A BRIEF SUBJECT INDEX TO THE LIBRARY OF CONGRESS CLASSIFICATION SYSTEM

Agriculture	S
Anthropology	GN
Archaeology	CC
Architecture	NA
Art	N
Astronomy	QB
Bibliography	Z
Biology	QH
Botany	QK
Business	HF
Chemistry	QD
Cook Books	TX
Dance	GV
Drama - see Literature	
Economics	HB-HJ
Education	L
Fiction - see Literature	
Folklore	GR
Games	GV
Geography	G-GC
Geology	QE
History	
Africa	DT
Asia	DS
Europe	
France	DC
Germany	DD
Great Britain	DA
Russia	DK
Spain	DP
Latin America	F
North America	E-F
Oceania	DU
United States	E-F
World & General	D
Languages	PA-PM
Law	K
Library Science	Z
Linguistics	P
Literature	
American	PS
British	PR
Classical	PA
Children's	PZ
French, Italian, Spanish	PQ
Germanic	PT
Near Eastern	PJ-PK
Oriental	PL
Slavic	PG
Mathematics	QA
Medicine	R
Military Science	U
Music	M
Naval Science	V
Novels - see Literature	
Oceanography	GC
Philosophy	B-BJ
Photography	TR
Physical Education	GV
Physics	QC
Plays - see Literature	
Poetry - see Literature	
Political Science	J
Psychiatry	RC
Psychology	BF
Religion	BL-BX
Science	Q
Social Science	H
Sociology	HM-HV
Sports	GV
Statistics	HA
Technology	T
Topography - see History	
Zoology	QL

This brief listing is only an indication of possible classifications for books. Check the Card Catalog for a complete record by subject, as well as by author and title, of all books in the College Library collection.

SELECTED OUTLINE OF THE LIBRARY OF CONGRESS CLASSIFICATION

A - GENERAL WORKS - POLYGRAPHY

AC - Collections, Series
AE - Encyclopedias (General)
AG - General reference works
AI - Indexes (General)
AM - Museums
AN - Newspapers
AP - Periodicals (General)
AS - Societies, Academies
AY - Yearbooks (General)
AZ - General history of knowledge & learning

B - PHILOSOPHY - RELIGION

Philosophy
B - Collections, History, Systems
BC - Logic
BD - Metaphysics
BF - Psychology
BH - Aesthetics
BJ - Ethics
Religion, Theology
BL - Religions, Mythology
BM - Judaism
BP - Mohammedanism, Bahaism, Theosophy
Christianity
BR - Church history
BS - The Bible
BT - Doctrinal theology
BV - Practical theology
BX - Special sects

C - AUXILIARY SCIENCES OF HISTORY

CB - History of civilization & culture (General)
CC - Archaeology
CD - Diplomatics (Collections of documents, etc.), Archives, Seals
CE - Chronology
CJ - Numismatics, Coins
CN - Epigraphy, Inscriptions
CR - Heraldry
CS - Genealogy
CT - Biography, biography as an art, general collections, & individuals not identified with any country [Note: Biographies and autobiographies are generally found under particular subjects, & under names of countries, cities, etc.]

D - HISTORY & TOPOGRAPHY (Except America)

D - General history
DA - Great Britain
DA20-690 - England
DA700-745 - Wales
DA750-890 - Scotland
DA900-995 - Ireland
DB - Austria-Hungary
DC - France
DD - Germany
DE - Classical antiquity
DF - Greece
DG - Italy
DH-DJ - Netherlands (Belgium, Luxemburg, Holland)
DK - Russia, Poland, Finland
DL - Scandinavia
DP - Spain & Portugal
DQ - Switzerland
DR - Turkey & The Balkan States
DS - Asia
DT - Africa
DU - Australia & Oceania
DX - Gypsies

E & F - AMERICA (HISTORY & GEOGRAPHY)

E - America (General) & U. S. (General)
E11-99 - America & aboriginal North America
E101-185 - America & U. S. (Discovery, exploration, & description)
E186-end of E - History of U. S. (Colonial period to the present)
F - U. S. (Local) & America except U. S.
F1-970 - U. S. by regions & states
F1001-1140 - Canada
F1201-1392 - Mexico
F1401-1419 - Latin America (General)
F1421-1577 - Central America
F1601-2151 - West Indies
F2201-3899 - South America

G - GEOGRAPHY & ANTHROPOLOGY

G - Geography (General)
G149-570 - Voyages & travels (General)
G575-890 - Arctic & Antarctic regions
G1001-3035 - Atlases
GA - Mathematical & astronomical geography

[CONTINUED ON FOLLOWING PAGE]

G - GEOGRAPHY - ANTHROPOLOGY (CONTD.)

GB - Physical geography
GC - Oceanography
GF - Anthropogeography
GN - Anthropology, Ethnology, Ethnography
GR - Folklore
GT - Manners & customs (General)
GV - Recreation, Sports, Games, Amusements

H - SOCIAL SCIENCES - SOCIOLOGY

H - Social sciences (General)
HA - Statistics

Economics

HB - Economic theory
HC - Economic history & conditions, National production
HD - Economic history: agriculture & industries
HE - Transportation & communication
HF - Commerce (General)
HG - Finance
HJ - Public finance

Sociology

HM - Sociology (General & theoretical)
HN - Social history, Social reform

Social groups

HQ - Sex relations, Family, Marriage, Home
HS - Associations (Secret societies, clubs, etc.)
HT - Communities, Classes
HV - Social pathology, Philanthropy, Charities & corrections
HX - Socialism, Communism, Anarchism, Bolshevism

J - POLITICAL SCIENCE

J - Documents
JA - General works
JC - Political science, Theory of the state

Constitutional History & Administration

JF - General works
JK - United States
JL - British America, Latin America
JN - Europe
JQ - Asia, Africa, Australia, & Pacific Islands
JS - Local government
JV - Colonies & colonization, Emigration & immigration
JX - International law

K - LAW

K1-K15 - Periodicals & dictionaries
K20-K27 - Statutes & codes (U. S. & foreign
K30-38 - Reports (U. S. & foreign)
K39 - Trials
K40 - Administrative law
K50 - Treatises
K60 - Biography
KF - New sub-class for U. S. law (may be further subdivided with letter designating state, for example, KFC for California law)

L - EDUCATION

L - General works
LA - History of education
LB - Theory & practice of education, Teaching
LC - Special forms, relations & applications

Universities and colleges

LD - U. S.
LE - America except U. S.
LF - Europe
LG - Asia, Africa, Oceania
LH - University, college & school magazines, etc.
LJ - College fraternities & their publications

M - MUSIC

M - Music (Scores)
ML - Literature of music
MT - Music instruction & study

N - ART

N - Fine arts (General)
NA - Architecture
NB - Sculpture & related arts
NC - Graphic arts in general, Drawing & design, Illustration
ND - Painting
NE - Engraving, Prints
NK - Art applied to industry, Decoration & ornament

P - LANGUAGE & LITERATURE

P - Philology & linguistics (General)

Classical languages & literatures

PA201-1179 - Greek language
PA2001-2995 - Latin language
PA3050-5665 - Greek literature
PA6000-8595 - Latin literature

[CONTINUED ON FOLLOWING PAGE]

P - LANGUAGE & LITERATURE (CONTD.)

Modern European languages
- PB201-431 - General works
- PB1201-3029 - Celtic languages & literatures
- PC - Romance languages
  - PC1001-1977 - Italian
  - PC2001-3761 - French
  - PC4001-4977 - Spanish
  - PC5001-5498 - Portuguese
- PD - Scandinavian languages
- PE - English language, including Anglo-Saxon & Middle English
- PF - Dutch, Flemish, Afrikaans, & German languages
  - PF3001-5999 - German & Low German
- PG - Slavic languages & literatures
  - PG2001-3998 - Russian

Oriental languages & literatures
- PJ1001-2551 - Egyptian, Coptic, Hamitic
- PJ3001-9500 - Semitic
  - PJ4501-5041 - Hebrew
  - PJ5111-5192 - Yiddish
  - PJ6001-7824 - Arabic
- PK - Indo-Iranian, Indo-Aryan, Iranian, Armenian, Caucasian
- PL - Eastern Asia, Oceania, Africa
  - PL501-898 - Japanese
  - PL1001-3299 - Chinese
  - PL8000-8844 - African

Hyperborean, American, & artificial languages
- PM101-7356 - American (Indian) languages
- PM8001-9021 - Artificial languages

Literature
- PN - Literary history & collections (General)
- PQ - Romance literatures
  - PQ1-3999 - French
  - PQ4001-5999 - Italian
  - PQ6001-8929 - Spanish
  - PQ7081-8560 - Spanish American
  - PQ9000-9999 - Portuguese & Brazilian
- PR - English literature
- PS - American literature
- PT - Teutonic literatures
  - PT1-3971 - German
  - PT7001-9999 - Scandinavian
- PZ - Juvenile literature in English & foreign languages

Q - SCIENCE
- Q - Science (General)
- QA - Mathematics
- QB - Astronomy
- QC - Physics
  - QC851-999 - Meteorology
- QD - Chemistry
- QE - Geology
  - QE701-996 - Paleontology, Paleozoology, Paleobotany
- QH - Natural history
  - QH301-705 - Biology (General)
- QK - Botany
- QL - Zoology
  - QL801-950 - Anatomy (General)
- QM - Human anatomy
- QP - Physiology
- QR - Bacteriology

R - MEDICINE
- R - Medicine (General)
- RA - State medicine, Hygiene
- RB - Pathology
- RC - Practice of medicine
  - RC321-630 - Diseases of the nervous system, Psychiatry
- RD - Surgery
- RE - Ophthalmology
- RF - Otology, Rhinology, Laryngology
- RG - Gynecology & obstetrics
- RJ - Pediatrics
- RK - Dentistry
- RL - Dermatology
- RM - Therapeutics
- RS - Pharmacy & materia medica
- RT - Nursing
- RV - Botanic, Thomsonian & eclectic medicine
- RX - Homeopathy
- RZ - Miscellaneous schools & arts

S - AGRICULTURE
- S - Agriculture (General)
- SB - Plant culture (General)
- SD - Forestry
- SF - Animal culture
- SH - Fish culture & hatcheries
- SK - Hunting sports

[CONTINUED ON FOLLOWING PAGE]

T - TECHNOLOGY

T - Technology (General)

Engineering & Building Group

TA - Engineering (General), Civil engineering

TC - Hydraulic engineering (harbors, rivers, canals)

TD - Sanitary & municipal engineering

TE - Roads & pavements

TF - Railroad engineering & operation

TG - Bridges & roofs

TH - Building construction

Mechanical Group

TJ - Mechanical engineering & machinery

TK - Electrical engineering & industries

TL - Motor vehicles, Cycles, Aeronautics

Chemical Group

TN - Mineral industries, Mining, Metallurgy

TP - Chemical technology

TR - Photography

Composite Group

TS - Manufactures

TT - Trades

TX - Domestic science

U - MILITARY SCIENCE

U - Military science (General)

UA - Armies, Organization & distribution

UB - Administration

UC - Maintenance & transportation

UD - Infantry

UE - Cavalry

UF - Artillery

UG - Military engineering

UH - Other services

V - NAVAL SCIENCE

V - Naval science (General)

VA - Navies, Organization & distribution

VB - Naval administration

VC - Naval maintenance

VD - Naval seamen

VE - Marines

VF - Naval ordnance

VG - Other services of navies

VK - Navigation

VM - Shipbuilding & marine engineering

Z - BIBLIOGRAPHY & LIBRARY SCIENCE

Z4 - History of books & bookmaking

Z40-Z115 - Writing (Typewriting, shorthand, etc.)

Z116-Z550 - Book industries & trade (Printing, binding, etc.)

Z551-Z661 - Copyright

Z665-Z997 - Libraries & Library science

Z998-Z1000 - Book prices, Booksellers' catalogs

Z1001-Z8999 - Bibliography

Z1041-1107 - Anonyms & pseudonyms

Z1201-4941 - National bibliography

Z5051-7999 - Subject bibliography

Z8001-8999 - Personal bibliography

QUESTION SHEET FOR TASK FIVE

5a

With what letters do the call numbers of books on Mathematics begin?

5b

What does the letter N stand for?

What do the letters ND stand for?

5c

In the Spanish and Portuguese History and Topography section, are all of the books you find on the shelves written in English?

TASK SIX

Dictionaries

Purpose: To familiarize you with abridged, unabridged, specialized, and bilingual dictionaries.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheets
3. Question sheet

ASSIGNMENT SHEET FOR TASK SIX

1. Read the instruction sheets.

2. You have three questions to answer for task six:

   Use the unabridged and abridged dictionaries for 6a.

   The answer to 6b will be found in one of the specialized dictionaries.

   The answer to 6c will be found in the English-Spanish section of any of the Spanish-English dictionaries.

3a. Write your answers on the back of the question sheet.

b. Return the question sheet to the envelope, print your name in the upper left hand corner of the envelope, and leave it in the TO BE EVALUATED box.

c. Put all other material in your notebook for future reference.

INSTRUCTION SHEET FOR TASK SIX

Dictionaries are books in which there are lists of words in alphabetical order. The meanings of these words are given as well as how they are pronounced. Some dictionaries may even show how words are used in speech or writing and how the word came from other languages into our language. They also may trace the change in the meaning of a word from the way it was used centuries ago to the way it is used now.

Large dictionaries which try to include every word in the language are called unabridged dictionaries, while the smaller, abridged ones try to limit themselves to the most commonly used words, for which they give the most basic definitions.

Examples of unabridged dictionaries:

> Webster's New International Dictionary of the English Language, second edition
>
> This is the oldest, most famous American dictionary, with 600,000 vocabulary entries.
>
> Webster's Third New International Dictionary, third edition
>
> This is a completely new edition, with definitions based on current use of the language.

Examples of abridged dictionaries:

> American Heritage Dictionary of the English Language
>
> This is a new dictionary which emphasizes "guidance toward grace and precision in language."
>
> Webster's Seventh New Collegiate Dictionary
>
> This desk dictionary is based on the third edition of Webster's unabridged, with the definitions more concerned with current rather than historical use.

In addition to these dictionaries there are also special ones which may limit themselves to special subjects. For example, there are

dictionaries which devote themselves only to slang, or only to rhymes. Some deal only with words in a special field, such as science, or political science, or drugs. Usually the definitions in these are more complicated or more detailed than they are in a regular dictionary. Examples are:

Mathematics Dictionary, 3rd. ed.

Gives definitions of terms and phrases in the various fields of pure and applied mathematics. This book is also multilingual.

American Political Dictionary

This dictionary is arranged by topics, such as civil liberties, finance, foreign policy, etc.

Dictionary of American Slang

This book has a very full listing of words, including many usually considered unacceptable, with considerable explanation of usage.

Drugs from A to Z, a Dictionary

This is an alphabetical listing with definitions of slang and technical terms related to drugs. It also contains quotations.

Wood's Unabridged Rhyming Dictionary

This book gives rhyming sounds for single, double, and triple rhymes.

Bilingual dictionaries are very like regular dictionaries in that they are concerned with pronunciation, etc. They are often large in size, because the most common of them have words in two languages. For example, a Spanish-English dictionary will list words in one alphabet in Spanish with English equivalents. Then there is a second alphabet of English words with Spanish equivalents. Therefore, if the student is translating a Spanish story, he can find an English synonym for a Spanish word. If, however, he is writing a Spanish composition, he can look up the word he wants in English and find a way to say it in Spanish.

Examples are:

Cassell's Spanish-English, English-Spanish Dictionary

Appleton's Revised English-Spanish and Spanish-English Dictionary

The New World Spanish-English and English-Spanish Dictionary

The unabridged dictionaries are on the Reference counter. The abridged, the special, and the foreign language dictionaries mentioned above are kept behind the Reference Desk so that they are always available for use in the Library. Ask the Reference librarians for them. Other copies of these and other dictionaries are in the stacks and in the Reserve Book Room, and may be checked out.

QUESTION SHEET FOR TASK SIX

6a. Look up the word "beagle" in the following dictionaries. Copy down the definition given in each dictionary. State whether there is a picture or not.

Webster's Second

Webster's Third

American Heritage

Webster's Seventh New Collegiate Dictionary

b. Give the definition of the mathematical term "number line." In which special dictionary did you find the answer?

c. What is the Spanish word for "beagle?"

TASK SEVEN

Encyclopedias

Purpose: To introduce you to general and specialized encyclopedias in English and Spanish.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheets
3. Question sheet

ASSIGNMENT SHEET FOR TASK SEVEN

1. Read the instruction sheet.

2. You have three questions to answer for task seven:

   The answer to 7a will be found in an English general encyclopedia.

   The answer to 7b will be found in a Spanish general encyclopedia.

   The answer to 7c will be found in a specialized encyclopedia.

3a. Write your answers and the title of the encyclopedia in which you found the answer on the question sheet.

b. Return the question sheet to the envelope, print your name in the upper left hand corner of the envelope, and leave it in the TO BE EVALUATED box.

c. Put all other material in your notebook for future reference.

INSTRUCTION SHEETS FOR TASK SEVEN

A general encyclopedia is often the best place to start research on a subject. Its range of coverage is all general knowledge, qualified by editors' and authors' ideas of the readers' interests and needs. Most encyclopedias have comprehensive indexes which will locate all the information in the set on a particular subject. Be sure to check the index before consulting the volumes in the set. Often articles in an encyclopedia have bibliographies leading to other books or articles on the subject.

Examples of general encyclopedias:

Encyclopedia Americana

Encyclopaedia Britannica

These sets are the largest, most scholarly, and most highly respected of the many general encyclopedias in the English language. Articles are prepared by leading experts in their fields. Both sets are revised annually, and the last volume in each set is the index.

Diccionario Enciclopedico U.T.E.H.A.

Enciclopedia Universal Illustrada

These two encyclopedias are written in Spanish and are extremely valuable sources of information on Latin America. The Diccionario is published in Mexico City and tends to emphasize the New World. Its entries are brief, concise, and up to date. The Enciclopedia is published in Madrid and its emphasis is more universal. Its articles are longer and more scholarly, and it is kept up to date by supplements. It is often referred to by the publisher's name, "Espasa."

Collier's Encyclopedia

World Book Encyclopedia

These sets are intended primarily for the use of students; however, they are extremely helpful to anyone in need of concise general reference information. Collier's has an index volume; World Book depends on "see" cross references. Both are kept up to date by annual supplements.

In addition to general encyclopedias which cover the whole field of knowledge, there are many encyclopedias which concentrate on a specific subject field. The articles in these are more thorough and are apt to be much more exhaustive than those in general encyclopedias. Examples of specialized encyclopedias:

The Encyclopedia of World Art

This is the most comprehensive reference work on art. Its articles cover the subject of art from prehistoric times to the present. A bibliography follows each article. The second half of each volume (except the index volume) is devoted to color and black-and-white plates of material covered in that volume.

International Encyclopedia of the Social Sciences

This new encylopedia covers the fields of sociology, psychology, anthropology, political science, economics, and history. The articles were written by specialists of international standing and are accompanied by bibliographies.

The Encyclopedia of Philosophy

This set contains scholarly, very readable articles on various aspects of philosophy. The articles contain bibliographies, many of them annotated.

The general encyclopedias are on the bookcase which forms the west wall of the Reference alcove. The special encyclopedias are behind the Reference Desk. Ask the Reference librarians for them.

QUESTION SHEET FOR TASK SEVEN

7a

How many pages long is the article on Mexico?

7b

Find an article written in Spanish on the Roman emperor Adriano.

Is it illustrated?

7c

A professor in your history class mentioned the Mexican philosopher Jose Vasconcelos and you would like to find out more about him. In which specialized encyclopedia would you look? Give the volume number.

TASK EIGHT

Atlases

Purpose: To introduce you to some of the sorts of information available in atlases.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheet
3. Question sheet

ASSIGNMENT SHEET FOR TASK EIGHT

1. Read the instruction sheet.
2. You have two questions to answer in task eight. Use whichever of the atlases seems most appropriate to each question.

3a. Write your answers and the title of the atlas in which you found the answer on the question sheet.

b. Return the question sheet to the envelope, print your name in the upper left hand corner of the envelope, and leave it in the <u>TO BE EVALUATED</u> box.

c. Put all other material in your notebook for future reference.

INSTRUCTION SHEET FOR TASK EIGHT

An atlas is a collection of maps which may be current or historical and which may cover the world or any section of the world. Atlases may include population charts, air distance tables, economic and political distribution maps, etc. Gazetteers are keys to place names and are an essential part of atlases.

Examples of atlases:

Shepherd's Historical Atlas, 9th. ed. 1964

This is a collection of historical maps. The coverage is worldwide; the time span is ancient history through 1955. The names in the index are of towns; the names of countries are in the table of contents.

The Times Atlas of the World, 1967

This is a highly detailed. excellent atlas covering the entire world. The index-gazetteer gives the latitude, longitude, and map page number for each place name.

Rand McNally Commercial Atlas and Marketing Guide, 99th ed. 1968

This is the most extensive atlas of the United States, although it also has a section on the world. United States maps are indexed individually by state. Under each state is an index of cities, towns, counties, transportation lines, banks, post offices. Other features are indicated by symbols shown on the bottom of each page.

Thomas Bros. Popular Street Atlas of Los Angeles County, 1970

This locates particular addresses, streets, areas, freeways, and points of interest in L.A. County.

Shepherd's and Thomas Bros. are behind the Reference Desk. Ask the Reference librarians for them. Times and Rand McNally are in the atlas case at the east of the Reference Desk.

QUESTION SHEET FOR TASK EIGHT

8a

Near what famous city in Mexico is the tiny town of Xaltianguis located?

8b

Find a map which traces Cortes' route through Mexico during the Spanish conquest, 1519-1521. When did he arrive at Tenochtitlan?

TASK NINE

Almanacs

Purpose: To introduce you to the wide variety of information you can find in almanacs.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheet
3. Question sheet

ASSIGNMENT SHEET FOR TASK NINE

1. Read the instruction sheet.

2. Look up both questions in each of the three almanacs.

3a. Write the answer and the title of the almanac(s) in which you found the answer on the question sheet.

b. Return the question sheet to the envelope, print your name in the upper left hand corner of the envelope, and leave it in the TO BE EVALUATED box.

c. Put all other material in your notebook for future reference.

INSTRUCTION SHEET FOR TASK NINE

Almanacs are annual volumes of current and retrospective information which are international in scope and national in emphasis. Almanacs are best used to answer simple questions of current or historical fact. They tend to focus on information that changes and must be brought up to date. The following are the three most used almanacs:

Information Please Almanac, 1970

Contains basic data on major countries and the U.S., as well as much other incidental geographic information.

New York Times Encyclopedic Almanac, 1970

The newest and in many ways the most interesting almanac. Note the new categories of information, such as the tables on air pollution in U.S. cities, cancer death rates, school desegregation, etc.

World Almanac, 1970

Most useful for its many entries on the U.S., the various states and territories, and the major countries of the world, with brief historical and up-to-date statistics. There are also tables of geographical data.

Almanacs are behind the Reference Desk. Ask the Reference librarians for them.

QUESTION SHEET FOR TASK NINE

What is the cost of sending an air mail letter to Uruguay?

When was the present president of Mexico born?

When was he elected?

TASK TEN

Plot Summaries

Purpose: To introduce you to sources for digests of important works of literature.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheet
3. Question sheet

ASSIGNMENT SHEET FOR TASK TEN

1. Read the instruction sheet.

2. Use any of the three sources given.

3a. Write your answers on the question sheet.

b. Return the question sheet to the envelope, print your name in the upper left hand corner of the envelope, and leave it in the TO BE EVALUATED box.

c. Put all other material in your notebook for future reference.

INSTRUCTION SHEET FOR TASK TEN

At times you will find it necessary to use digests or synopses or summaries of well-known books. There are many sources available. Example are:

Haydn, Hiram. Thesaurus of Book Digests, 1956

This has very brief summaries, arranged by title with an author index.

Keller, Helen Rex. Reader's Digest of Books, 1961

This has digests of important works of fiction and nonfiction. It is arranged by title with an author index.

Magill, Frank. Masterplots, 1968

This is an eight-volume work of plot summaries of novels and plays, and essay reviews of poetry, philosophy, and other works of literature without plots. The index in the last volume should be consulted in order to use the set. In addition to an analysis of the work, the type of work, author, time of plot, locale, and date of publication for each book are given.

QUESTION SHEET FOR TASK TEN

Who are the principal characters in Doña Perfecta?

When was it written? Who is the author?

Where did you find the answer?

TASK ELEVEN

Periodical Indexes

Purpose: To help you locate articles in magazines in the College Library.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheets
3. Question sheet

ASSIGNMENT SHEET FOR TASK ELEVEN

1. Read the instruction sheet.

2. You have three questions for task eleven. In order to answer them you need to look in each of the indexes described on your instruction sheet.

3a. Write your answers on the question sheet.

b. Return the question sheet to the envelope, print your name in the upper left hand corner of the envelope, and leave it in the TO BE EVALUATED box.

c. Put all other material in your notebook for future reference.

INSTRUCTION SHEETS FOR TASK ELEVEN

Encyclopedias, yearbooks, almanacs, and other reference works give you condensed information on almost every subject. But much additional information, discussion, and opinion on these same subjects can be found in the hundreds of periodicals published in this country and elsewhere. Your investigation of a topic is seldom complete until you have searched through periodical literature, as well as through reference books.

The periodicals subscribed to by the College Library are shelved on Level Five of the stacks in alphabetical order by the title of the periodical. Bound volumes are on the shelves before the cardboard box holding the unbound (recent) issues. The list of periodicals subscribed to by the College Library may be found in three places: at the entrance to the periodicals stacks, at the Reference Desk, and in the Card Catalog. Only the Card Catalog lists which bound volumes the College Library has.

The following three indexes to periodical literature will give you a complete reference to periodical articles, including author, title of the article, title of the periodical in which it may be found, volume number, pages, and date, and any additional material. In the front of each volume is a list of periodicals indexed.

The Readers' Guide to Periodical Literature

This set indexes more than one hundred different periodicals. It is published twice a month, each issue reporting articles that appeared about two to four weeks previously. Periodically, the entries from the separate issues are combined into single volumes covering periods of several months, full year, or two-year intervals. Periodical articles are listed under subject and author.

Social Sciences and Humanities Index

This index is devoted to scholarly periodicals dealing with the humanities and social sciences (psychology, sociology, philosophy, literature, for example). It appears every three months, is cumulated every year and then every three years. Periodical articles are listed under subject and author.

Public Affairs Information Service (P.A.I.S.)

This indexes books, pamphlets, and government documents, as well as some one thousand periodicals in the fields of political science, history, legislation, economics, social studies, and government-related subjects. It appears weekly, is cumulated about five times each year and annually. Periodical articles are listed by subject.

College Library's periodical indexes are on the long counter directly to the east of the Reference Desk.

QUESTION SHEET FOR TASK ELEVEN

Under "Mexican Americans" in The Readers' Guide to Periodical Literature is an article published by R. E. Ruiz in July, 1968. What is the title of the article?

Who is the author of the article which appeared in the periodical Sociology and Social Research in January of 1965 and which is indexed in the Social Sciences and Humanities Index under the heading "Mexican Americans?"

Under the heading "Mexican Americans" in Public Affairs Information Service for 1959 is a book on the characteristics of a Mexican-American neighborhood. How much does the book cost? Does it have any maps?

TASK TWELVE

Biographies

Purpose: To help you find information about people living and dead.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheet
3. Question sheet

ASSIGNMENT SHEET FOR TASK TWELVE

1. Read the instruction sheet.

2. You have three questions to answer for task twelve:

   The answer to your first question will be found in one of the general biographical sources.

   The answer to your second question will be found in Who's Who or in Who's Who in America.

   The answer to your third question will be found in specialized biographical sources.

3a. Write your answers and the source of your answer on the question sheet.

b. Return the question sheet to the envelope, print your name in the upper left hand corner of the envelope, and leave it in the TO BE EVALUATED box.

c. Put all other material in your notebook for future reference.

INSTRUCTION SHEETS FOR TASK TWELVE

There are many sources for information about people in addition to the dictionaries, encyclopedias, almanacs, periodical indexes, and other general reference books you have already used. You can sometimes find book-length biographies by looking under the last name of the person in the Card Catalog. There are also many general biographical dictionaries whose articles vary in length from a brief sentence or two to several pages.

Some examples of general biographical sources are:

Biography Index

This indexes biographical information appearing in periodicals, books, parts of books, The New York Times, and other sources. It appears quarterly and is cumulated annually.

Current Biography

This has articles about "living leaders in all fields of human accomplishment the world over." It is published monthly and cumulated annually, and its index covers the current and several previous editions.

Chambers's Biographical Dictionary

A one-volume dictionary of short biographical statements, this includes some 15,000 biographies of anyone who is "likely to be looked up." It covers all nations, all times.

Other biographical sources cover famous people of a particular country. These usually include only living people. (There are sources for information about people who are no longer living as well as for fictional characters, biblical characters. etc.) There are who's whos for almost every country as well as for sections of countries. Glance at the titles on the Biography Table.

Examples of national biographical dictionaries are:

Who's Who

Who's Who in America

The first title is for Britons, the second for Americans. Each includes biographies of famous (not notorious) people. The standards for inclusion are high. The information is written by the biographee.

Another way of classifying information about people is by occupation. There are who's whos or biographical sources for almost any field of specialization you can think of, from allergists to zoologists.

Examples of specialized biographical sources are:

Contemporary Authors

An annual, this gives biographies of current authors writing in many fields. The categories of information given are: personal, career, writings, work in progress, sidelights.

Who's Who in Science

This is a new who's who in its first edition, 1968. It is international in scope and includes approximately 30,000 sketches of living and dead "pure" scientists as well as social scientists.

Biographical Directory of the American Congress, 1774-1961

The first 451 pages list the members of Congress. Biographies of each Senator and Congressman follow, arranged alphabetically.

Biographical reference sources are on the Biography Table, to the west of the Reference Desk.

QUESTION SHEET FOR TASK TWELVE

Give the birth and death dates of Heitor Villa-Lobos.

In which part of England was the Hon. Sir George Arthur Davenport born?

What is the home address of the Mexican biologist Eucario Lopez-Ochoterena?

TASK THIRTEEN

Pamphlets

Purpose: To introduce you to a non-book source of information for matters of current interest.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheet
3. Question sheet

ASSIGNMENT SHEET FOR TASK THIRTEEN

1. Read the instruction sheet.
2. Ask Reference librarians for pamphlet folders on the subject of your question.

3a. Write the answer and the titles of the two pamphlets in which you found the answer on the question sheet.

b. Return the question sheet to the envelope, print your name in the upper left hand corner of the nevelope, and leave it in the TO BE EVALUATED box.

c. Put all other material in your notebook for future reference.

INSTRUCTION SHEET FOR TASK THIRTEEN

A pamphlet is a short paper-covered publication usually on a subject of current interest. The Pamphlet Collection in the College Library is a file of up-to-date material on subjects which are of particular interest to UCLA undergraduates. There are approximately 8,000 items in this collection, arranged by Library of Congress subject headings. Blue-edged cards filed in the Card Catalog indicate those subjects for which we have pamphlets. Pamphlets circulate for one week and may be renewed. Ask a Reference librarian for pamphlets on any subject you may need. They are kept in drawers behind the Reference Desk.

QUESTION SHEET FOR TASK THIRTEEN

There are several pamphlets in the folders on "Mexicans in the U.S." which list further reading materials. Using at least two of these pamphlets, give titles and dates of three books published after 1967.

TASK FOURTEEN

Reserve Book Room

Purpose: To introduce you to the facilities of the Reserve Book Room.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheet
3. Question sheet

ASSIGNMENT SHEET FOR TASK FOURTEEN

1. Read the instruction sheet.
2. Go to the Reserve Book Room. Look in the Course Catalog (the one in the middle of the room) under "Special Education." Write on a charge slip the call number of the book referred to on your question card. Take the charge slip to the Two-Hour Window and check out the book. The answer to your question will be in the Table of Contents.

3a. Write your answers on the question sheet.

b. Return the question sheet to the envelope, print your name in the upper left hand corner of the envelope, and leave it in the TO BE EVALUATED box.

c. Put all other material in your notebook for future reference.

INSTRUCTION SHEET FOR TASK FOURTEEN

RESERVE BOOKS

When instructors assign books to their students, all copies are put in the Reserve Book Room for limited circulation, so that more students can use them in a short period of time. When a book is on reserve you will not find copies of it in the stacks. The Reserve Book Room is in the east wing on the first floor. There are two catalogs there for books on reserve, one listing them by department and course number and the other by author. All books checked out from the Reserve Book Room must be returned to the Reserve Book Room.

QUESTION SHEET FOR TASK FOURTEEN

What is the title of the second legend under "New Mexico Legends" in the Table of Contents of Cleve Hallenbeck's Legends of the Spanish Southwest?

TASK FIFTEEN

Audio Room

Purpose: To introduce you to the College Library's listening center.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheet
3. Question sheet

ASSIGNMENT SHEET FOR TASK FIFTEEN

1. Read instruction sheet.

2. Go to the Audio Room, look in the catalog under author, title, or subject for the recording referred to on your question card. Fill in the call slip, get your earphones, listen, return the earphones.

3a. Write your answers on the question sheet.

b. Return the question sheet to the envelope, print your name in the upper left hand corner of the envelope, and leave it in the TO BE EVALUATED box.

c. Put all other material in your notebook for future reference.

INSTRUCTION SHEET FOR TASK FIFTEEN

The College Library Audio Room, on the second floor of the west wing of the building, specializes in spoken-word recordings, including poetry, plays, and short stories. Also in the collection are historical documentaries, speeches, interviews, many important Broadway musicals, and a selection of folk, country, rock, and soul music.

The entire collection is on tapes, which may not be borrowed for home use. In the room are thirty-six listening stations. The user consults the Audio Room Card Catalog (with cards in one alphabet for author, title, subject, and performer), fills out a call slip with the tape identification number, gives it to the attendant, gets a pair of earphones, takes a seat at one of the stations, and dials the channel which has been indicated to him by the attendant.

QUESTION SHEET FOR TASK FIFTEEN

In the taped interview in Spanish with Joan Baez, entitled The Art of Joan Baez, what are the titles (in Spanish) of the songs she sings?

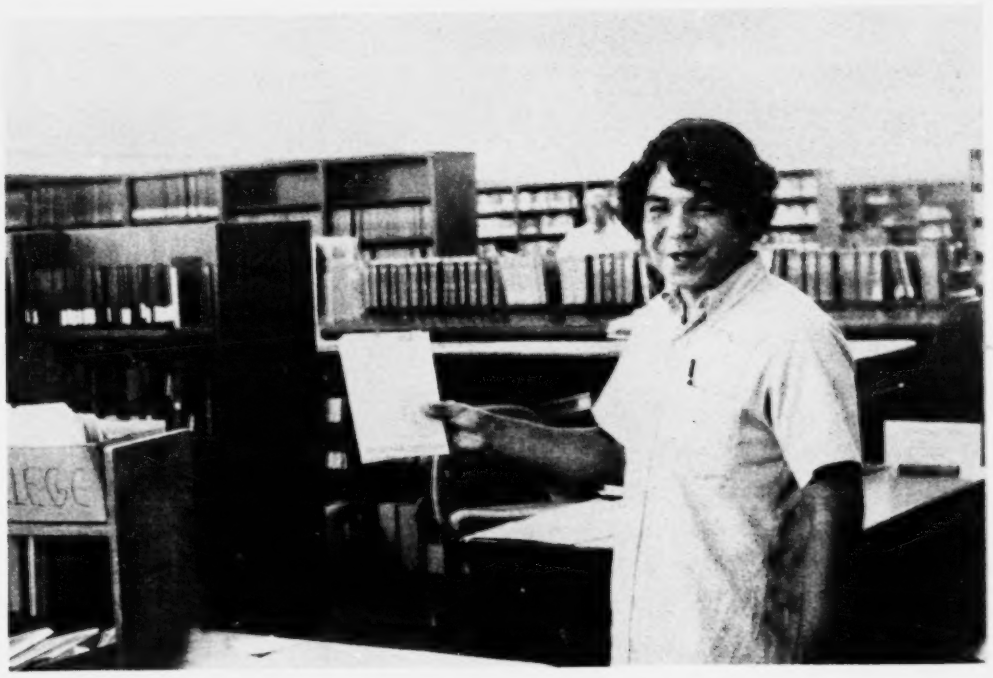
TASK SIXTEEN

UCLA General Catalog and UCLA Schedule of Classes

Purpose: To introduce you to the UCLA General Catalog and UCLA Schedule of Classes.

Materials in this envelope:

1. Assignment sheet
2. Instruction sheet
3. Question sheet



ASSIGNMENT SHEET FOR TASK SIXTEEN

1. Read instruction sheet.

2. You have two questions to answer for task fifteen.

   The answer to 15a will be found in the UCLA General Catalog.

   The answer to 15b will be found in the UCLA Schedule of Classes.

3a. Write your answers on the question sheet.

 b. Return the question sheet to the envelope, print your name in the upper left hand corner of the envelope, and leave it in the TO BE EVALUATED box.

 c. Put all other material in your notebook for future reference.

INSTRUCTION SHEET FOR TASK SIXTEEN

The UCLA General Catalog is an annual publication containing the calendar for the year, information about the University, and the courses of instruction, arranged alphabetically by departments.

The UCLA Schedule of Classes lists by subject the course numbers, sections, names of the courses, professors teaching them, days and times they are given, and the buildings and room numbers in which they are given. It also provides abbreviations for the University buildings, the final examination schedule, and a calendar of the academic year. At the end of the schedule is a directory of chairmen of departments.

The catalog and the schedule are kept at the Reference Desk. Ask the Reference librarians for them.

QUESTION SHEET FOR TASK SIXTEEN

15a

What courses must be taken in order to complete the requirements for a major in Spanish?

15b

In the Fall Quarter, who teaches Spanish 121A, Survey of Spanish American Literature? What time is it given? Where is the class given?